

Ryde East Public School

Annual Report



2017



4257

Introduction

The Annual Report for 2017 is provided to the community of **Ryde East Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

William White Relieving Principal

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Message from the Principal

Ryde East Public School is committed to providing a stimulating, caring and cooperative learning environment. The school prides itself on providing an inclusive learning environment for all students where they are supported in their learning by committed teachers who strive to ensure their continued growth and development. Ryde East Public School is technologically resourced to support learning programs across all stages.

In 2017 the school continued to encourage all students to participate in academic, sporting and cultural programs. Under this broad curriculum structure, students experienced programs that provided them with a platform to progress their ongoing learning and to become active citizens.

Ongoing improvements in technology through the acquisition of iPads and laptops has improved the delivery of professional learning courses and early childhood literacy and numeracy programs. In 2017 the school introduced Positive Behaviour for Learning (PBL) which enabled the school community to reaffirm its core expectations of Respect, Engaged, Personal Best and Safe. These expectations will continue to be implemented in 2018.

Our school continues to welcome and be grateful for the incredible support provided by the parents and community members. The exemplary commitment provided by our P&C to improve and update our resources as well as the many hours of volunteer time is what makes our school an special place to teach and learn.

William White Relieving Principal

School background

School vision statement

Our Vision 'Education for a Changing World' expresses our commitment to developing students as life-long learners by the implementation of a curriculum that embraces best practice in teaching and learning. Ryde East Public School is committed to providing a varied and interesting educational program, which endeavours to meet the needs of all students.

Ryde East Public School is a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

School context

Ryde East Public School is located in North Ryde, close to the Wallematta Nature Reserve and provides quality, public education with a strong sense of involvement and partnership. The educational programs are enhanced by our attractive environment and facilities including expansive playing fields, tennis and netball courts, cricket nets, well-resourced library and hall, air-conditioned classrooms, playground equipment and extensive shaded areas. Many highly successful learning programs are planned and implemented by the highly dedicated, experienced teaching staff working collaboratively in a team environment. Some of these programs that operate at Ryde East Public School include – extensive sporting programs, creative and performing arts including choirs, school bands, a dance group and ensembles. Ryde East Public School serves an interested and committed parent body and has a warm, caring and friendly atmosphere. The involvement displayed by many parents/ caregivers is evidence of the community spirit. Within the school grounds we have a five day a week Out Of School Hours Care program which also offers vacation care during school holidays. The school and our community have high expectations of students and value the provision of a variety of learning opportunities. We support a close relationship between the school and community and actively encourage you to participate in this relationship by visiting the school, joining in our activities and taking an active interest in your child's education.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

As a result of our extensive self-assessment process the staff of Ryde East Public School consider that overall we are Delivering for the domain of Learning.

For the element of Learning Culture the evidence shows that we are Delivering as all teachers are understanding the relationship between student engagement and learning and have a strong commitment to strengthening and delivering on school learning priorities by establishing new programs and practices to continually work with parents and the community to develop a proactive alliance to support improved student engagement and learning. Through our Enrichment Program and the work of our Learning Support Team we are delivering programs to address the needs of identified students and are providing differentiated learning experiences designed to meet the individual needs of students to improve engagement and achievement. The establishment of Positive Behaviour for Learning in 2017 shows that the school values promoting student wellbeing by beginning to explicitly teach behavioural expectations in a range of different settings across the school.

For the element of Wellbeing the evidence shows that we are Delivering as the school community has an understanding of the key aspects of wellbeing in the delivery of teaching and learning across the school. Through the work of the Learning Support Team there is a collaborative and coordinated approach to the academic, emotional and social development of all targeted students.

For the element of Curriculum and Learning the evidence shows that we are Sustaining and Growing as teachers actively use Best Start and PLAN data in successfully transitioning students as well as involving parents in the planning

and managing of student progress. This has resulted in improving teacher collaboration, tracking student progress and achievement and building a stronger connection between home and school. The school offers a wide range of school activities and extra-curricular programs to extend student's learning beyond the classroom and to support their academic, physical, social and emotional development. There is a strong commitment to student leadership and the school is embedding organisational practices to support leadership design, innovation and sustainability. The Learning Support Team are continually supporting all teachers to specifically address the individual learning needs of all students. Through a strong focus on personalised learning the school is developing a collaborative learning community where all key stakeholders contribute to supporting the individual learning needs of all students.

For the element of Assessment and Reporting the evidence shows that we are Sustaining and Growing as the school is embedding practices for parents to understand and be engaged in the learning process and to receive regular communications to enable them to support future directions in learning. Parents and the community are working closely with teachers to increase their understanding of the curriculum, thus ensuring continual improvement of student performance through quality teaching and authentic learning. The school also is using a range of formative and summative assessment processes to ensure consistent teacher judgement when reporting to parents. Through the work of the Learning Support Team individual student reports display both strengths and areas of growth which have resulted in students feeling valued and supported in safe, collaborative and engaging learning environments across the school.

For the element of Student Performance Measures the evidence shows that we are Delivering as the majority of our students are performing at or above national minimum standards in all areas of NAPLAN. Through programs such as Focus on Reading teachers are beginning to develop a deep understanding of the Australian Curriculums and engaging in research based professional learning to improve their practice and be responsive to school priorities and targets.

As a result of our extensive self-assessment process the staff of Ryde East Public School consider that overall we are Delivering for the domain of Teaching.

For the element of Effective Classroom Practice the evidence shows that we are Delivering as the school has a commitment through the introduction of flexible learning spaces to providing well managed and planned working environments where students can be productively engaged. Students have the opportunity to be engaged in creative and collaborative learning that meets their individual needs (Evidence Set 2). Teachers are embedding innovative teaching and learning strategies into effective classroom practice using evidence-based research from Focus on Reading and L3 programs. The school has strategically planned and coordinated QTSS funding to provide professional learning for all teachers to enhance their knowledge of the curriculum and deepen their understanding of effective teaching and learning practices.

For the element of Data Skills and Use the evidence shows that we are Delivering as teachers use assessment data to understand the learning needs of students and incorporates it into their planning. This ensures that teachers are using consistency of judgement to effectively track and assess student progress and enable accurate reporting to parents.

For the element of Collaborative Practice the evidence shows that we are Excelling as the school draws upon teacher expertise in a variety of ways to further develop its professional community. Teachers collaboratively engage in professional learning to support knowledge of current innovative research-based practices centred on student learning in classrooms as well as sporting and performing arts programs. Teachers also regularly collaborate across stages to model effective practice and provide constructive feedback to drive ongoing delivery of effective teaching and learning throughout the school. Through high levels of collaboration between teachers and the school's leadership team there are agreed approaches to ensure consistent teacher judgement, differentiated learning experiences as well as effective assessing and reporting across all stages.

For the element of Learning and Development the evidence shows that we are Sustaining and Growing as the school has placed significant importance on professional learning and the introduction of an induction program for beginning teachers in 2017 to build an understanding of effective teaching and learning across the curriculum. Through this strong commitment to professional learning the school is developing the leadership capacity of all teachers and embedding quality organisational practices to ensure leadership sustainability.

For the element of Professional Standards the evidence shows that we are Delivering as the school is committed to the ongoing development and maintenance of the teaching standards through observations and feedback associated with teacher's Performance and Development Plans. This has ensured that all teachers are engaging with the professional standards to deepen their knowledge and understanding of teaching and learning.

As a result of our extensive self-assessment process the staff of Ryde East Public School consider that overall we are Delivering for the domain of Leading.

For the element of Leadership the evidence shows that we are Delivering as parents and community members are positive regarding educational provision and having an opportunity to engage in a wide range of school-related activities. Through parent and community involvement in authentic learning, students are being assisted in becoming resilient and active risk-takers in their learning. Parents and community members are welcome within the school and engage in a wide range of school activities and extra-curricular programs. This has fostered a positive connection with parents and

the local community in building a proactive alliance to support and improve school-wide programs (Evidence Set 3). The Learning Support Team have developed clear links with key educational providers and outside agencies to support school programs. This coordinated and collaborative approach to wellbeing has ensured families feel valued and supported. There is also a strong commitment to leadership networks and the Lane Cove River Alliance in continuing to develop capacity building throughout the school. This has ensured that quality educational and organisational innovations are supported across all aspects of the school by using proactive leadership teams.

For the element of School Planning, Implementation and Reporting the evidence shows that we are Delivering as the school has a firm commitment to engage students, staff, parents and the wider community in the development of the school's vision, values and directions. The school is developing sustainable school-wide systems to promote and support collective efficacy. There is also a demonstrated commitment to providing equity of educational opportunity for all students including allocating resources, providing professional learning to teachers and reporting to parents. This has seen the development of comprehensive and integrated strategies to support the cognitive, emotional, social, physical and spiritual wellbeing of all students in safe, engaging and differentiated learning environments.

For the element of School Resources the evidence shows that we are Delivering as school facilities are used safely and creatively to accommodate a broad range of student learning interests and needs within the constraints of the school budget. The creative use of the school's physical and electronic facilities has increased the capacity of key stakeholders to lead, manage and develop effective programs that enhance student learning.

For the element of Management Practices and Processes the evidence shows that we are Delivering as the school provides opportunities for the community to give constructive feedback on practices and procedures in order to enhance and strengthen parent engagement. By working constructively with parent and the local community we are developing a positive alliance to support and improve school-wide practices (Evidence Set 1).

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

Strategic Direction 1

Leadership, Management and Organisational Effectiveness

Purpose

To increase the capacity of all stakeholders across the community to lead, manage, plan and develop effective programs to enhance student learning and to develop greater leadership capacity for guiding and managing whole school improvement.

Overall summary of progress

Ryde East Public School has provided opportunities for staff, students and parents to contribute to school programs and build their leadership capacities. Students were able to take ownership of their own learning through the use of formative assessment strategies and were involved in school initiatives through the SRC.

Parent input continued to grow through the formation of a P&C sports committee, a Kiss n Ride Committee as well as the numerous other opportunities throughout the year to be involved in school activities. A School App was set up to ensure a more streamlined process for communicating with parents and the community.

Staff led and participated in professional learning sessions with a focus on school improvement and our strategic directions. QTSS and Beginning Teacher funds were allocated to support staff in focus areas across the school, for example, accreditation maintenance, the school induction program, syllabus familiarisation and implementation, collaborative programming and peer observations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase parent participation in school programs activities.	\$0	Community surveyed to develop PBL values and our mascot was designed by community member. Kiss and Ride Committee have established rules and will set up packages for parents to start in 2018. Sports committee organised morning skill trainings for students in Years 2–6 to attend. Parents, staff and students were surveyed to give input on new sports shirt designs.
To increase the number of staff who are leading their teams with a focus on school improvement.	Professional Learning funds \$33 294	PBL committee members ran sessions on its implementation in the school ensuring a consistent use of language and expectations. Executive staff attended Ryde Executive meetings run by Quality Teaching Advisors focusing on formative assessment as well as keeping up to date with current reforms.
Continue to build on opportunities provided to all students and teachers to take part in leadership.	\$0	Stage 3 and Kindy buddies program successful and should expand throughout the school giving all students further opportunities to establish positive relationships with their peers. PBL agenda was added to SRC meetings and input was sourced from students.
Allocate QTSS funds to support staff in focus areas across the school e.g. accreditation maintenance, school induction program, syllabus familiarisation and implementation and collaborative programming.	QTSS funds \$37 000	The induction and mentoring process supports collaboration, demonstration lessons and peer observations to improve teaching practices and student outcomes.

Next Steps

Articulating the purpose and strategic direction of the 2018–2020 School Plan to all staff, parents and local community members.

Strategically managing finances to maximise technology and flexible learning spaces to enhance teaching and learning practices.

Developing practices to inform the wider community about the practices and processes related to the functioning of the school.



Strategic Direction 2

Curriculum and Attainment

Purpose

To improve student performance through quality teaching and authentic learning and assessment practices.

Overall summary of progress

All staff were provided with time on Staff Development Day to work in their stage groups to develop Bump It Up Walls for writing (Years 1 –6) and Numeracy (Kindergarten) as a way of introducing formative assessment strategies into classroom practice. All staff participated in Professional Learning looking at the new documentation from the DEC around Conceptual Programming in English. Stage Teams then started reviewing current conceptual units in line with this new documentation.

All staff attended Professional Learning at school on Formative Assessment strategies. The school executive had opportunities for further professional learning through the Ryde Executive Network Meetings with the Curriculum Advisors from Macquarie Park Office. Members of the Executive also visited other schools to look at the implementation of Visible Learning Strategies such as Bump It Up Walls.

Throughout the year the staff worked in Stage Groups to continue sourcing and developing units of work for the History and Geography units. Units were reviewed and evaluated upon completion. By the end of the school year, each stage had completed the initial two year cycle and developed an odd and even years scope and sequence with units of work to accompany it.

The Technology committee worked tirelessly to source new products to purchase to continue increase our technology resources across the school. Infinity devices were trialled by staff and students and then purchased for Stage 3 classrooms. Laptops were redistributed to allow for greater access and a 1:2 ratio of devices in Years 3 to 6. The staff reviewed the online subscriptions for English and Mathematics. Based on feedback from students, staff in Stages 2 and 3 decided to move from Reading Eggs to Literacy Planet for 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students continue to learn effectively and show appropriate improvement as they progress through the literacy and numeracy continuums.	Professional Learning Sessions	Bump it up walls used successfully in K–4 classrooms for writing. Visible Learning will play a part in our strategic planning and ongoing PL for implementation in our next 3 year school plan.
Staff confidently implement new syllabus documents	Professional Learning Sessions	Stages have formalised a scope and sequence for implementation of History/Geography on 2 year, odd/even cycle. Ongoing purchase of resources to support units is needed.
Wider application and use of technology in the classroom.	\$26 900	After advice from other staff and schools we organised a demonstration and free trial of Literacy Planet. The feedback from staff was very positive and so it was chosen as the new online platform for students in Years 3 to 6 in 2018. All staff happy to continue using Mathletics. Laptops were redistributed across the school to allow ratios of 1:2 in Years 3–6. Infinity devices purchased and used in Stage 3 classrooms. Interactive Whiteboards were purchased and installed in Stage 2 classrooms as well as some Kindergarten and Stage One classrooms.

Next Steps

Deeply analysing internal and external data to identify strategies to illicit further student growth.

Continuing to support collaborative professional learning for all teachers to sustain quality teaching practices throughout the school.

Embedding evidence-based research to continue improving the performance and development of all teachers.

Ensuring that all teachers are supported in the maintenance of the accreditation process.

Continuing the roll out of Interactive Whiteboards into all classrooms.



Strategic Direction 3

Engagement and Wellbeing

Purpose

Engagement:

To ensure all students are appropriately engaged, challenged and extended by teachers providing stimulating learning environments and tasks that are designed to meet students' learning needs, levels of readiness, interests and motivation.

Wellbeing:

Wellbeing is shaped by a number of broad influences including the degree to which there is an experience of choice, achievement of meaningful goals, enjoyment, personal growth, health, emotional regulation, resilience, positive relationships, connectedness to and respect for others.

Teachers and schools play a pivotal role in developing wellbeing, resilience, respect and connectedness for our students.

Overall summary of progress

Students from Year 4, 5 and 6, staff and parents participated in the Tell Them From Me survey. A number of questions for students, staff and teachers related to student wellbeing. Responses from all participants were analysed and discussed by staff.

The Learning and Support teacher worked with class teachers to develop 'Learning Adjustments' for individual students with specific learning needs. Funds were allocated for the teachers to be released from class to work with the Learning and Support teacher during the development and review phase.

the Life Skills program was offered to all K – 6 students with an emphasis on developing skills related to concepts such as responsibility, confidence, cooperation, communication techniques and social skills. The students attended weekly lessons which addressed a different skill week. Parents were invited to take part in a session with their child and gave positive feedback about the experience.

The Positive Behaviour for Learning (PBL) team was established during Semester 2. The team attended professional learning sessions and developed an implementation timeline. Team members held whole staff sessions to familiarise teachers with the processes, procedures, language and resources associated the the PBL program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers evaluate and reflect on their own classroom practices in relation to the engagement of students. A variety of extra curricular activities are offered to students to cater for specific interest areas.	No funds required	After analysing data from NAPLAN and PLAN, Stage 3 teachers made adjustments to their writing program to address identified needs such as sentence structure and idea development. Special interest activities continue to be offered at school during lunchtime and before school.
The Learning Support Team continues to monitor, support and evaluate social, emotional and academic development of students.	Learning Support Team continue to hold weekly meetings, attended by class teachers, LaST, School Counsellor, EALD and Assistant Principals and Principal. No Funding required.	Processes are discussed by the Learning Support team and the Executive team to ensure there is a clear timeline in place involving the class teacher discussing individual cases before they are referred during a Learning and Support meeting. This clear process will ensure that class differentiation strategies have been implemented and can be outcomes reported to the Learning and Support team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data provides evidence that current and future products and practices are contributing to the wellbeing of the whole school.	Discussions held during meetings. No funds required.	After feedback from students, parents and staff a decision was made to continue the Life Skills program during Semester 1, 2018.
Allocation of RAM money to support students with learning specific learning needs in Literacy and Numeracy.	Discussions take place during meetings. No funds required.	The Mini Lit program continued during Term 4. Students are assessed by the class teacher and the LaST to monitor individual needs and a support plan is developed and implemented.
Students identified as having a disability or additional learning needs under the National Disability Data Collection have learning adjustments implemented.	Integration Funding \$30 000	The LaST spends time with classroom teachers to discuss learning adjustments that are made to the program. SLSO staff are employed to assist students in all settings. EALD teacher is employed for an extra day to assist students identified with requiring support with literacy.
Policies, guidelines and procedures are regularly monitored in line with DoE Wellbeing framework.	Discussions and reviews are ongoing during Learning and Support meetings.	During Learning and Support meetings, differentiation strategies are discussed and adjustments made according to the needs of the student and family.

Next Steps

Building upon Positive Behaviour for Learning (PBL) to strengthen positive and respectful relationships throughout the school community to promote wellbeing and student learning.

Having a consistent K–6 approach to student wellbeing programs through Positive Behaviour for Learning (PBL) and Life Skills as well as providing quality professional learning experiences for all staff.

Implementing Visible Learning to strengthen quality teaching and formative assessment to be responsive to the learning needs of all students.

Building the capacity of teachers to differentiate the curriculum to meet the needs of students and work closely with Learning and Support personnel and support staff to continue to develop these skills.

Investigate and utilise aspects of Sentral to include online referrals.

Streamline and adjust student data collection and inform staff of process.

Continue to analyse data in relation to social skills and provide programs to assist students who require support.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1200	We engaged the Aboriginal Cultural Experiences group for Stage 2 students. Yamandirra taught several dances while Chris Tobin talked to the children about Aboriginal heritage and culture, Julie Jones shared her knowledge of Aboriginal symbols used in art and Lexodious Dadd gave the students an insight into Aboriginal storytelling.
English language proficiency	0.6 EALD Staffing \$81 000	The EAL/D teacher worked collaboratively with classroom teachers to ensure students with needs received targeted support. Time was allocated for planning meetings to discuss and group students in a grade to maximise EAL/D expertise.
Low level adjustment for disability	\$76 000 includes \$25 000 flexible funding	The Learning and Support Team met regularly to discuss progress and needs of students. Funds were used to pay for the employment of Student Learning Support Officers(SLSO) to provide additional support in classrooms.
Socio-economic background	\$9300	Submissions were reviewed through the Learning Support Team. Funding was used to support targeted students to purchase equipment and pay for excursions.
Support for beginning teachers	Beginning Teacher Funds • (\$20 175.00)	Beginning teachers received additional support including extra time for programming, mentoring sessions and classroom observations and professional development linked to identified professional goals.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	233	249	254	268
Girls	223	222	231	245

Ryde East has continued to maintain a steady increase in enrolments.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.9	96.4	96.4	96.1
1	96.2	95.7	94.6	95.8
2	96.9	95.1	96.1	94.4
3	97	95.6	95.3	96.2
4	97	96.1	95.8	95.7
5	97	94.2	95.9	95.9
6	95.9	94.7	92.8	95.1
All Years	96.7	95.5	95.3	95.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Class sizes

Class	Total
KK	22
KI	22
KF	22
KW	21
1/2L	23
1WH	22
1M	23
1B	23
2F	25
2S	24
2M	25
3D	27
3/4S	29
3/4J	30
4B	29
4/5B	28
5/6A	28
5_6W	30
5/6S	29
5/6J	30

Management of non-attendance

The above information compares student attendance patterns to those of the state. Parents are required to advise the school of absences due to illness or travel.

A letter seeking explanation for a student's absence is sent home on the day the student returns to school if there has been no prior explanation. When a student has been absent for three consecutive days with no explanation provided, parents are contacted to discuss reasons and to offer support.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	6
Head Teacher(s)	0
Classroom Teacher(s)	20
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	3.96
Other Positions	4

*Full Time Equivalent

Ryde East Public School has no teachers with an Aboriginal background working at the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

Teacher professional learning at Ryde East Public School has been facilitated through regular teacher professional learning sessions held at school, workshops conducted by visiting professionals, network meetings, conferences, online courses and staff development days. Professional learning sessions were focused on developing teacher expertise in a range of areas, as well as areas identified in the 2015–2017 School Plan.

The main areas of focus for 2017 included:

- implementation of Positive Behaviour for Learning
- developing an understanding and awareness of

- the process of implementing Visible Learning
- workshops conducted by the Life skills Group on teacher wellbeing
- evaluation of school processes to complete Validation and begin the implementation of a new School Plan
- mandatory training on CPR, Child Protection, Code of Conduct and bushfire procedures
- participation in a Staff Development Day with the Lane Cove River Alliance on Wellbeing and Visible Learning
- designing and building units with a STEM focus
- the school's executive team attending Ryde Executive Network meetings focusing on formative assessment

Six beginning teachers were provided with opportunities to:

- participate in a school-based induction program
- regularly attend professional development sessions with a mentor
- plan collaboratively with other teachers
- observe best practice through peer observation
- attend a beginning teacher conference
- begin their journey towards gaining accreditation at proficient teacher level

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	199,575
Revenue	4,996,345
Appropriation	4,614,106
Sale of Goods and Services	2,862
Grants and Contributions	374,965
Gain and Loss	0
Other Revenue	0
Investment Income	4,412
Expenses	-4,859,461
Recurrent Expenses	-4,829,840
Employee Related	-4,348,675
Operating Expenses	-481,165
Capital Expenses	-29,621
Employee Related	0
Operating Expenses	-29,621
SURPLUS / DEFICIT FOR THE YEAR	136,884
Balance Carried Forward	336,459

	2017 Actual (\$)
Base Total	3,345,145
Base Per Capita	74,121
Base Location	0
Other Base	3,271,024
Equity Total	168,023
Equity Aboriginal	1,273
Equity Socio economic	9,381
Equity Language	81,092
Equity Disability	76,276
Targeted Total	61,385
Other Total	915,004
Grand Total	4,489,556

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2017, our Year 3 and Year 5 students continued to perform well above state average.

Year 3

Reading: 66 per cent of students achieved proficiency (top two bands) compared to the state average of 51 per cent.

Writing: 74 per cent of students achieved proficiency (top two bands) compared to the state average of 53 per cent.

Spelling: 77 per cent of students achieved proficiency (top two bands) compared to the state average of 53 per cent.

Grammar and Punctuation: 81 per cent of students achieved proficiency (top two bands) compared to the state average of 66 per cent.

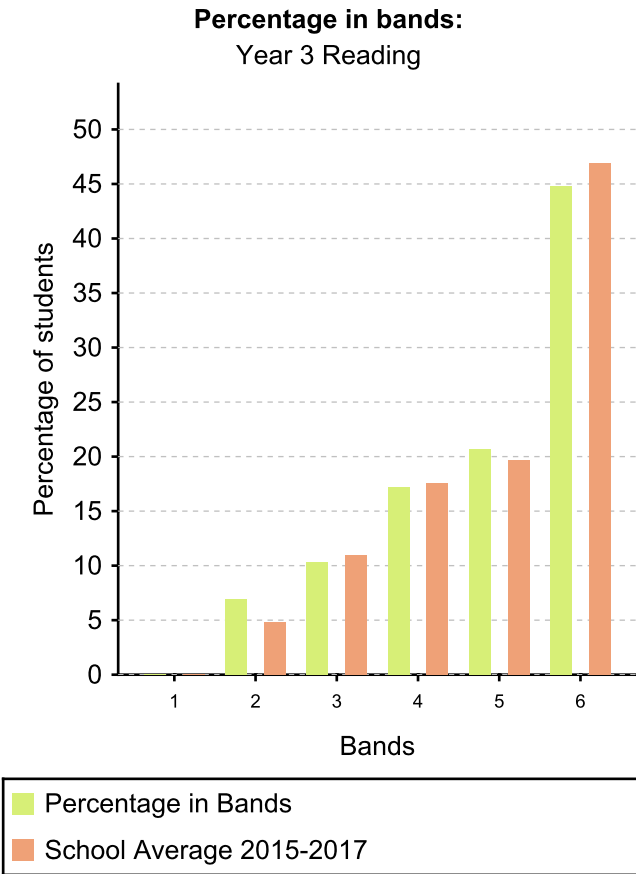
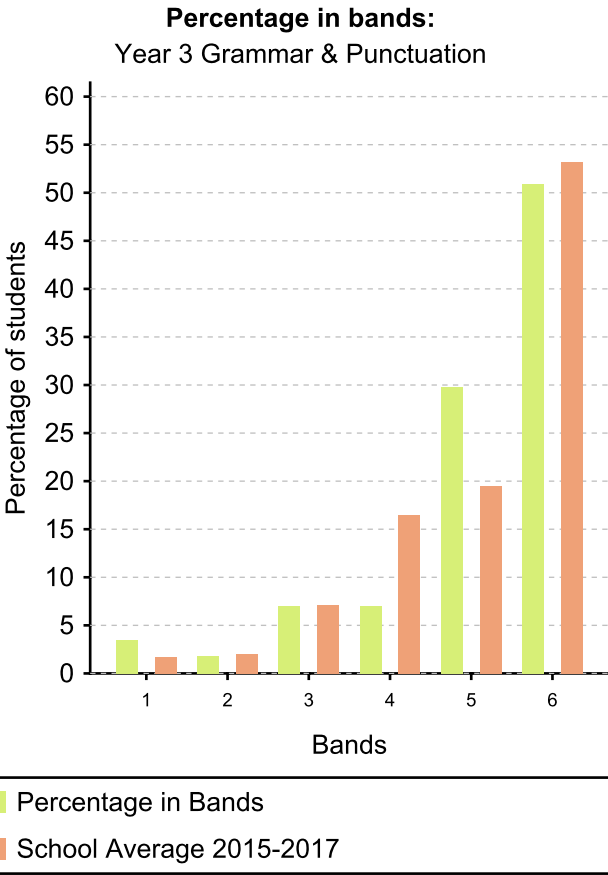
Year 5

Reading: 68 per cent of students achieved proficiency (top two bands) compared to the state average of 40 per cent

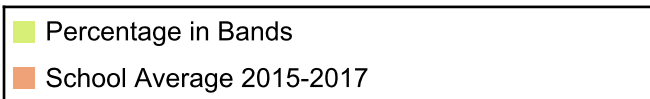
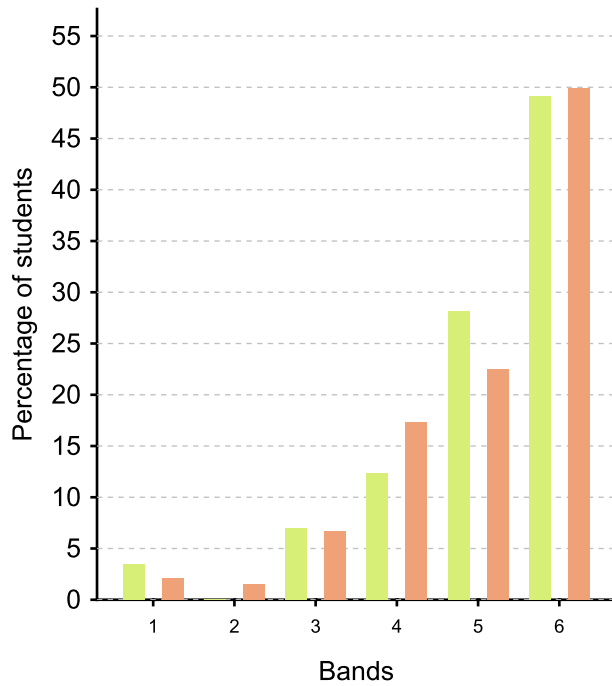
Writing: 38 per cent of students achieved proficiency (top two bands) compared to the state average of 18 per cent.

Spelling: 62 per cent of students achieved proficiency (top two bands) compared to the state average of 38 per cent.

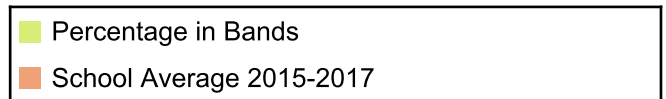
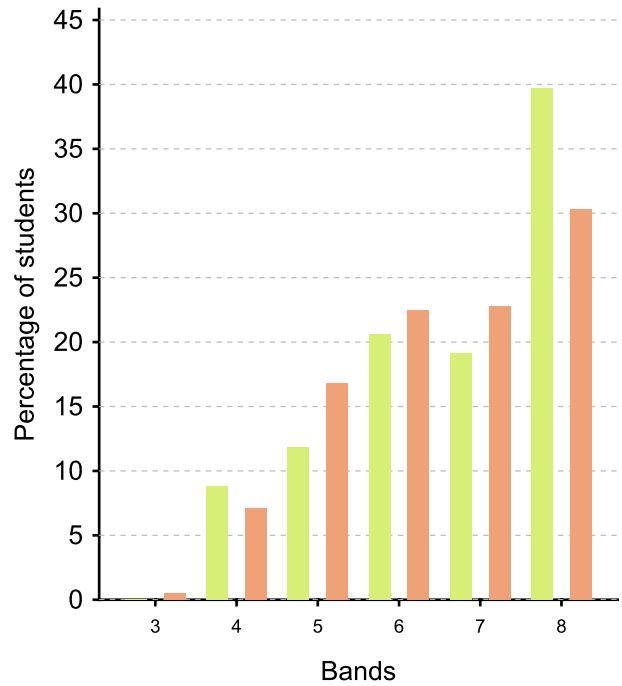
Grammar and Punctuation: 59 per cent of students achieved proficiency (top two bands) compared to the state average of 36 per cent.



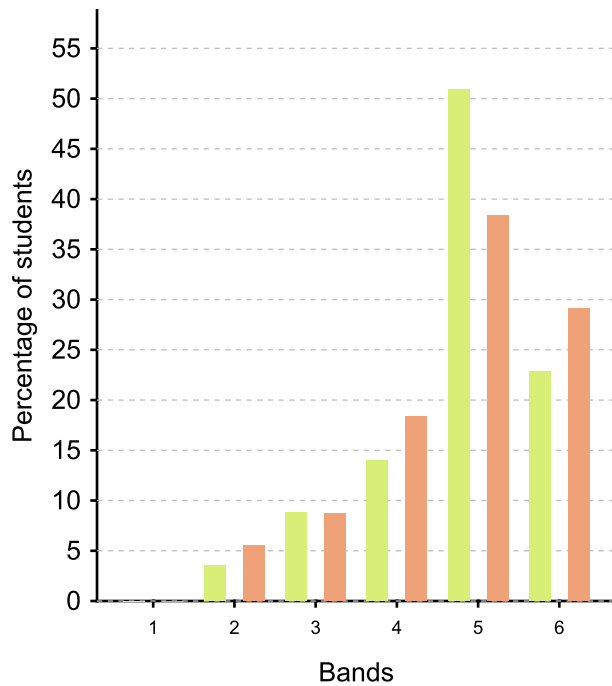
Percentage in bands:
Year 3 Spelling



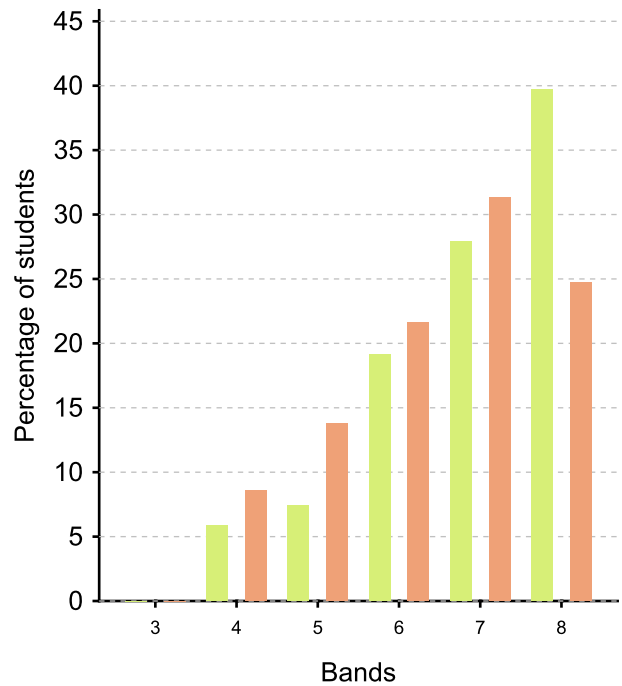
Percentage in bands:
Year 5 Grammar & Punctuation



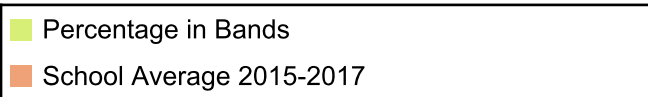
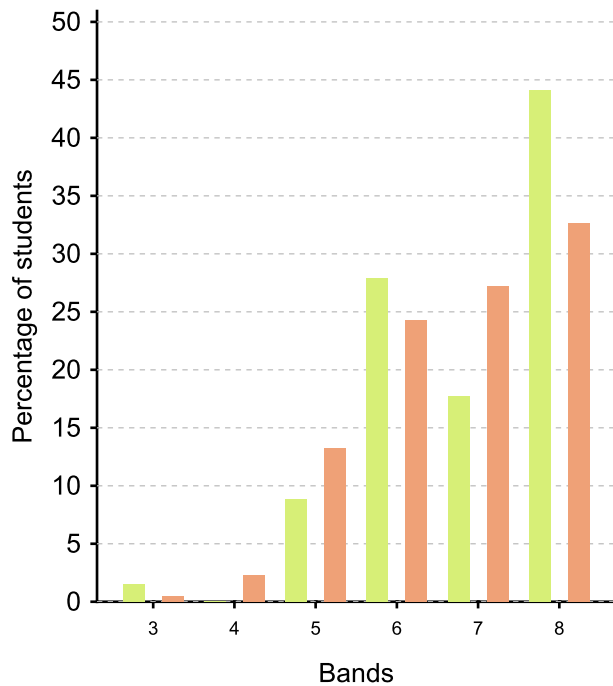
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



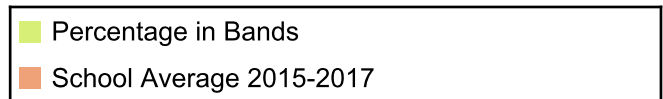
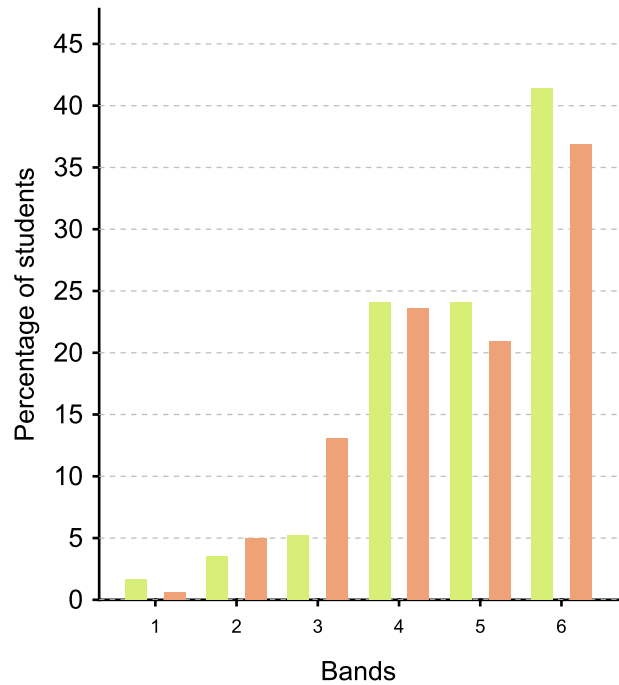
Percentage in bands:
Year 5 Spelling



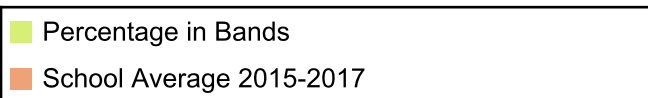
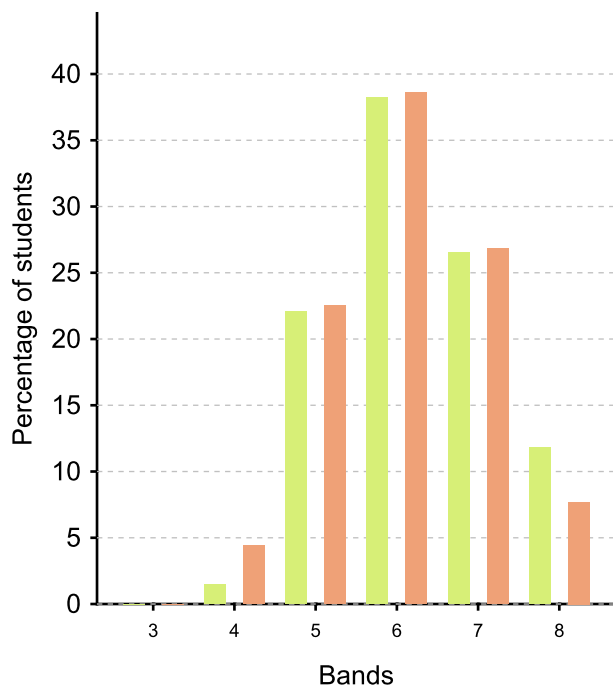
Year 5

Numeracy: 63 per cent of students achieved proficiency (top two bands) compared to the state average of 33 per cent.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing

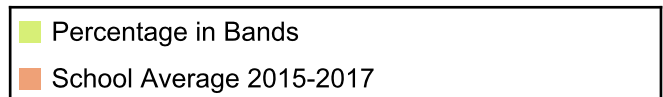
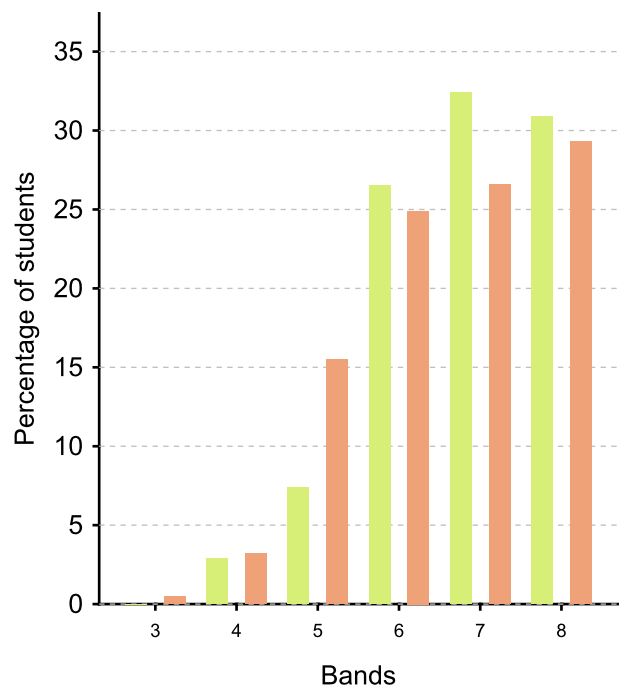


In 2017, our Year 3 and Year 5 students continued to perform significantly above state average.

Year 3

Numeracy: 66 per cent of students achieved proficiency (top two bands) compared to the state average of 43 per cent.

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2017 the school again used the Tell Them From Me survey to seek the opinions of students parents and staff. Students in years 4–6 completed the survey and the data indicated that:

94% of students valued school outcomes. They believe that their schooling is useful in their everyday life and that will have a strong bearing on their future. 94% of students had positive behaviour. 91% of students try hard to succeed in their learning. 91% of students have a high rate of participation in sports with an instructor at school other than in a physical education class. 89% of students have friends at school they can trust and who encourage them to make positive choices.

Parent responses revealed that:

78% of parents felt that the school supports positive behaviour. 73% of parents felt that they are made welcome when visiting the school. 72% of parents responded that their child felt safe at school. 69% of parents felt that the school supports learning.

Staff were surveyed with a particular focus on Learning. The results showed that:

80% of teachers believed that the school was inclusive and meets the needs of all students. 80% of teachers thought that there was a strong learning culture within the school. 79% of teachers agree that a variety of teaching strategies are used to improve student engagement. 77% of teachers found that they regularly use data to inform their teaching practice and student learning.



Policy requirements

Aboriginal education

This year we combined some Science outcomes with our NAIDOC celebration and invited a Reptile Show to our school. The students gained information on reptiles whilst learning how the Aboriginal culture respects all creatures in the wild.

We engaged the Aboriginal Cultural Experiences group for Stage 2 students. Yamandirra taught several dances while Chris Tobin talked to the children about Aboriginal heritage and culture, Julie Jones shared her knowledge of Aboriginal symbols used in art and Lexodious Dadd gave the students an insight into Aboriginal storytelling. Some examples of the student's responses are: 'Today, I learnt cultural things about the Aboriginal people and enjoyed it. I also learnt to respect everyone' (Samantha); 'I wish I was Aboriginal because you can do lots of things and it is full of peace.' (Regan).

Multicultural and anti-racism education

Harmony Day was celebrated on Tuesday, 21 March 2017. The day threatened rain but our Harmony Day parade went on as usual and again well supported by our multicultural community. Parents, family and friend enjoyed the classroom visits and then morning tea under the trees.

Other school programs

Ryde East Public School students are given the opportunity to participate in a diverse range of creative and performing arts, sports and other extra-curricular activities. Students have the opportunity to showcase their interests and talents to a variety of audiences, both within and outside the school community.

Dance Group

A range of talent and abilities are fostered and supported through a variety of Creative and Performing arts experiences at Ryde East Public School. In 2017, the Ryde East Dance Group consisted of 25 students from Years 3 to 6. This year a Year 2 Dance Group was successfully formed with over 45 students from year 2 participating. The dance group promotes and cultivates the development of creativity, dance and performance skills and provides students the opportunity to showcase these talents. The highlights were their successful auditions and participation at the Sydney North Dance Festival held at Glen Street Theatre and the State Dance Festival held at the prestigious Seymour Centre. The Dance Group also performed at the Ryde Eisteddfod, a school assembly and at the Ryde Schools' Spectacular held at the Sydney Opera House.

STEM

Staff continued its work to improve the way science,

technology, engineering and mathematics (STEM) was taught across all classes. This included working with teachers from a mentor schools, St Ives, and utilising interactive resources such as Google Classroom, which is an example of best practice. A range of computer software is used to effectively track and record student progress through both literacy and numeracy continuums.

Ryde East Public School held its first STEM Expo "Full Steam Ahead" on Wednesday 4 September 2017. With STEAM, the five disciplines are combined and not taught as separate subjects rather integrating them into an interconnected learning model based on real-world applications. To enhance community involvement a parent and student collaborative Engineering evening was held as a launch to the Expo. Students K–6 participated in hands-on STEM activities and showcased projects they had been working on over the Term.

Young Engineers Program was run over 3 Terms, a 60 minute weekly lesson was attended by around 23 students from Stage 2. The sessions provided students with theoretical knowledge and practical implementation in Science, Technology, Engineering and Mathematics (STEM) basics. Students focused on the theoretical and practical knowledge on basic principles in physics using motorised LEGO® bricks and other methods that produce motion.

The use of technology in the classroom was used extensively in all classes which included the use of Google classroom applications and coding. Robotics and Science Club was run over a period of 4 Terms, 30 minute weekly lessons, in addition to regular ICT lessons.

Choir

The Senior Choir had another great year at Ryde East. It consisted of interested students from Years 3–6. We performed at the Ryde Schools' Spectacular, held at the Sydney Opera House. The theme for the night was 'Fantastical Creations' and it was full of magical creatures, people and elements. Our 26 strong choir voices joined in with the other 600 voices to sing vibrantly throughout the evening. We also performed at New Horizons Aged Care facility which is always well received by that community and at our annual Harmony Day and Presentation Day assemblies.

SRC

Two students each semester from every class are selected by their peers to represent the school on the Student Representative Council (SRC). The students meet once a week to discuss school-based issues and offer suggestions to improve the school environment. These issues are then discussed with the Principal and the school leaders. The SRC has continued to support our major Charity, Stewart House, and have managed to donate an impressive amount of money through whole school fund raising days. The SRC also had input into the design of new school PBL mascot and representative sports shirts. The SRC provides students with a voice in the daily workings of the busy

school environment, offers a supportive forum to express their opinions and enhances their self-esteem and confidence.

Sport

2017 has been another exciting year for our students at Ryde East Public School. Many opportunities were provided to students, to engage in a range of sporting activities both in and out of school. We have upgraded sporting resources and received multiple grants from Sporting Schools which enabled us to participate in golf, athletics and hockey skills programs. We also participated in the Premier's Sporting Challenge and received a grant which we used to fund a five week dance program.

Our school participates in both summer and winter Primary Schools Sports Associations (PSSA) competitions. Students in Years 3 to 6 all have an opportunity to try out for T-ball, softball, cricket, newcombe ball, volleyball, soccer, netball, AFL and tiger tag. Our senior B netball team was named Champions this year after winning their PSSA Grand Final.

Individual students were given the opportunity to attend zone and state trials for a number of sports. Multiple talented students from Ryde East Public School were selected as zone representatives in the Sydney North Area, two in Regional Athletics, one in cricket, one in touch football and one in soccer. One student was successful in being chosen as a reserve member of the State soccer team.

This year 86 Year 2 students participated in a two-week intensive 'Learn to Swim' program as well as participating in weekly gymnastics lessons in the school hall with a qualified gym instructor. Our Kindergarten students also had the opportunity to participate in two AFL skills sessions as well as a hockey skills program.

Our school carnivals were a great success with students demonstrating great sportsmanship and school spirit. The Athletics and Cross Country carnivals were held at school whilst the Swimming carnival was held offsite at Ryde Aquatic Centre. Students in Kindergarten and Year 1 also participated in novelty games on our Athletics Carnival day which was thoroughly enjoyed by the students and parents.

This year students also heard from, and met some of Australia's sporting stars with members of the Olympic Gold medal winning women's rugby sevens team visiting our school. Additionally students in Years 3–6 had a visit from the Australian hockey player Ash Thomas, who handed out Premier's Sporting Challenge awards.